Teaching Aptitude

Previous-Year Questions

1. Formative Evaluation – The intention of using it is to identify scope and potential for improvement.

   Summative Evaluation – Its intention is to judge learning standards.

   Criterion-referenced test – Standards indicative of mastery

   Norm-referenced test – Percentile rank and standard Scores are used for reporting.

2. learner-centered teaching methods of higher learning
   → Computer-aided instruction
   → Simulation and role-playing

3. Learner characteristics associated with field independent learners.
   → Focuses on facts and principles
   → Prefers and likes to compete
   → Can organize information by himself / herself

4. The Phrase T-L model of teaching implies that Teaching and learning are integrally related acts.

5. Factors contributing to school learning termed as social competence.
- Motivation
- Social Skills
- Family Support.

6. For use during teaching, questions that are process type rather than content-type.
- Divergent questions
- Concept-based questions
- Higher-order questions.

7. Maximum performance tests are designed to assess the upper limits of the examinees knowledge and ability.
Typical Response tests are designed to measure specific behaviours and characteristics of examinees.

8. In the cognitive domain of teaching-learning objectives, which will be categorized as a higher type of learning outcomes?
→ Analysis of conceptual elements
→ Synthesis involving the creative organization of ideas.
→ Evaluation involving judgement using internal or

external standards.

9) When communication meets the aims and objectives of classroom teaching, it becomes Functional.

10) In Reflective level teaching there is optimum scope for cognitive interchange requiring analysis and synthesis.

11) Sequence of elements in linear model of commⁿ is Encoder, Message, Medium, Noise, Decoder.

12) Features of scientific method

→ Clearly defined variables and procedures
→ Empirically verifiable hypotheses
→ Ability to rule out rival hypotheses.

13) Contructivist Theory of Vygotsy provides support for active participation of learner in the learning process in an interactional setting with intrinsic motivation as the basis.

) A model of teaching is a description of Learning environment including teaching behaviour.

15) When reflective level teaching and learning are successful, students emerge with
→ An enlarged store of tested insights of a generalized character
→ An enhanced ability to develop and solve problems on their own.

16) Teaching strategies which are learner-centred -
- Co-operative learning
- Laboratory based projects
- Pair-share discussions.

17) Support materials in learning use the procedure of programmed Instructional Technology based on Skinner and Crowder's principles.

- Branching programmes based material
- Linear programmes based material.

18) Correct hierarchial sequencing for following types of learning -
- Sign learning
- Discrimination learning
- Concept learning
- Rule learning
- Problem solving learning

19) Online platforms make teaching and learning a sub-type of Alternative education

20) Cognitive dissonance in class room communication is the result of Chaotic conditions.

21) Sequence of Cognitive behaviours in the taxonomy of educational objectives-
- Knowledge
- Understanding
- Application
- Analysis
- Synthesis

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22) Hallmark of Reflective Teaching-
Clear, organized and well structured content

23) In Gagne's hierarchy of learning which type of learning immediately precedes Rule learning?
- Concept learning.

24) Learning outcomes related to affective domain

- Receiving, Responding, Valuing, Organization, Characterization

RRVOC